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ABSTRACT

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students gather and record information about sheep breeding, learn about treatment of diseases, prepare the lambing area, and assist with the aftercare of lambs and ewes. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (KC)

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Youth Training Scheme

CORE EXEMPLAR WORK BASED PROJECT

Sheep stockmanship (lambing)

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ESF
CORE SKILLS PROJECT
YTS

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Coombe Lodge, Blagdon, Bristol, BS18 6RG ✆ 0761-62503

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ASSESSMENT OF CORE SKILLS

This series of projects contains a number of different formats for recording assessment of core skills. These formats are offered for experimental purposes; none is proven as the 'best' method. All are based on the principle that feedback to trainees is a necessary part of the learning process and that such feedback should include information on core skill development.

Further work is being carried out on the methods of assessing achievement of core skills in work-based learning and of how to log such achievement on a record which trainees can take away from YTS. Some of the results of this work will be included in later MSC/ESF Core Skills Project publications.

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INTRODUCTION

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WHAT ARE WORK-BASED PROJECTS?

Work-based projects are learning materials which aim to make the most of all the possibilities for developing trainees' skills, knowledge and attitudes in the workplace. They build upon everyday workplace tasks to provide experience of the whole range of YTS learning opportunities.

The projects in this series have been tested with managing agents as part of the YTS Core Project, which is jointly financed by MSC and the European Social Fund. In some cases managing agents will be able to use the projects as they are. In others they will need to be adapted to the circumstances of a particular workplace or to the aims of a particular scheme. Some managing agents will prefer to produce their own projects. For such cases these examples aim to demonstrate some principles of good design in work-based learning materials. These principles are:

To encourage trainees to learn by doing
To make the most of all the experiences which are available to trainees in the workplace
To start from a real task which is seen as relevant by all parties involved — trainees, workplace supervisors, trainers and off-the-job tutors.
To help trainees see the relationships between things learnt on- and off-the-job.
To base the assessment of achievement upon trainees' actual performance in tasks.
To look for all the opportunities for learning which arise from a task and, in particular, to help trainees to develop the core skills. These skills, in number, communication, problem-solving and practical activities, are used in a wide variety of tasks and are essential if trainees are to achieve competence in those tasks*. They are the skills — of finding out information, planning how to do things, overcoming difficulties and so on — which help trainees to learn more quickly in new situations, either in the same workplace, in a different one, or in the world outside work.

Such skills are required naturally by the workplace tasks in these projects and, in requiring trainees to go beyond the task itself, the projects deliberately *add* to the range of core skills which are required in an everyday working situation. This is especially important for some of the skills of communication and problem-solving which trainees are often not given the opportunity to exercise in work experience.

These principles can be incorporated in projects for all placements and for trainees of all ability levels. Although the projects in this series follow a common format, there is no single 'best' style. Nor is any special expertise in writing necessary. Good work-based projects can be produced by anyone who is determined to help trainees to exploit all of the potential for learning in work experience.

*A technical manual 'Core Skills in YTS' is currently available from MSC. It is supported by a short introductory leaflet and a practitioner's guide for supervisors. A separate manual is available on computer literacy/information technology.

PROJECT INFORMATION

This project is designed for a trainee working with sheep at lambing time.

SUMMARY

The trainees are required to:

- find out information about the breeding of sheep and record this.
- find out about treatments used to prevent disease and infestation, and assist a stockman in implementing these practices.
- prepare the lambing area and assist with dagging.
- assist with the aftercare of lambs and ewes, and record information.

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SUPERVISOR'S NOTES

INTRODUCTION

This work-based project is designed to focus the trainee upon the core skill areas of: number, communication, practical skills and problem-solving. Wherever possible, it is also designed to provide learning opportunities to improve personal effectiveness, to provide wider knowledge of the world of work and elsewhere and to furnish the trainee with skills which can be transferred to other situations.

The essence of the work-based project is that people learn more quickly and effectively by actually doing something.

The following notes are designed to help you, your staff, and the trainee, so that the project can be carried out with a minimum of disruption to normal work activity:

1. Where appropriate, please advise other staff that the trainee will be doing the project.

2. Please ensure that the trainee has read the project details and understands what is required.

3. Please ensure that the trainee is aware of any aspects of safety, hygiene or security which might touch upon the project.

4. Please ensure that the trainee appreciates that good planning will make the task easier. Wherever possible, and before the project starts, the trainee should be encouraged to take responsibility for his/her learning by estimating time, deciding on equipment and materials, identifying possible hazards and other problems, and generally "thinking the project through".

5. When the project is complete discuss with the trainee the activities he/she has been engaged in. What problems were there? What has he/she learnt? Would he/she tackle the project differently a second time?

6. Encourage the trainee to complete the Trainee's Review page.

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Names

TRAINEE.....

SUPERVISOR.....

TUTOR.....

Times

Please fill in the table below. This will show the time you spend on completing this project. The first column has been filled in as an example. Make another table if you need more space.

DATE	21/1/83				
START	9.30				
FINISH	12.30				
TIME SPENT	3 hours				

BACKGROUND

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Sheep were one of the first animals to be domesticated some twelve thousand years ago for their meat, milk, wool and skin for parchment.

Some of the first sheep breeds in Britain came from the Persian Gulf. During the Middle Ages much of our wealth came from wool and its associated trades. Wool was a very important crop then, but even now our Lord Chancellor sits on a Woolsack rather than a throne in the House of Lords.

With the era of the Industrial Revolution there was a greater demand for meat, including mutton. At the same time the improvement in farming methods and breeds of sheep meant that the meat from sheep became as important to farmers as the wool crop.

This shift in emphasis placed greater importance on the production of a lamb crop. Apart from a small income from the fleece of the ewe, this is now the major return for the sheep farmer. Most sheep will produce only one lamb crop per year, although there are sheep with breeding seasons of such length that, if they are managed in a particular way, they can produce three crops in two years. Some sheep will be bred to produce lamb crops much earlier than most, particularly lambs for the early market, which brings the producer a better price. Most of the sheep farmers nowadays produce a lamb crop between January and February-March. During this period a tremendous effort is put into lambing.

Work for the production of the lamb crop starts with the choice of breed for the ram and the system of breeding. With modern methods of sheep production, we can synchronise mating for a large number of sheep and so bring lambing dates together. Farmers producing lambs for meat can use many British breeds including Suffolk, Dorset and Hampshire, and, more recently, foreign breeds such as the Texel.

Nearer to lambing time, if circumstances allow it, the ewes will be brought in to land nearer the farm before the busy spell of lambing begins. Stockmen/shepherds will work long days and nights during this period to make sure as many lambs as possible are born alive and reared. Even though a lot of preparations are made for the start of lambing, the real work starts once the first ewe has lambed.

The shepherd needs to inspect the ewes regularly to make sure any ewes having difficulty in lambing can receive the special attention they require. Once lambs are born, they need to receive the milk from the ewe. This can be difficult when a ewe has triplets, or with orphaned lambs. A shepherd needs to know what to do in these cases, to give every lamb a chance to survive. Most farmers will tail all lambs and castrate the ram lambs as soon as the lambs appear to be healthy enough. For some, this can be at a day old, for others much later. Some farmers choose not to tail the gimmer (female) lambs, others not to castrate the ram lambs. Once the lambs have developed a bond with their mothers and recovered from any of the tasks that might have been performed on them, they can go out to grass with the ewes. The lambs will stay with the ewes for some months before going to market.

SITUATION

For a trainee working with sheep, at lambing time.

ACTION PLAN

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Read the whole of this Action Plan and then check with your supervisor that you understand all that you have to do.

BREEDS OF SHEEP, RECORDING BREEDING AND PREPARATIONS FOR LAMBING

TASK 1

1. Find out from the person in charge of the sheep the number of breeding ewes and the breed of ram that has been used on them.

   Produce a table in your notebook to contain this information and to record the lambs born and reared.

2. Many farmers will inject and worm their ewes before lambing. Find out when and why ewes have these treatments and collect information about the materials used for injecting and worming. Read this carefully before entering it into your notebook.

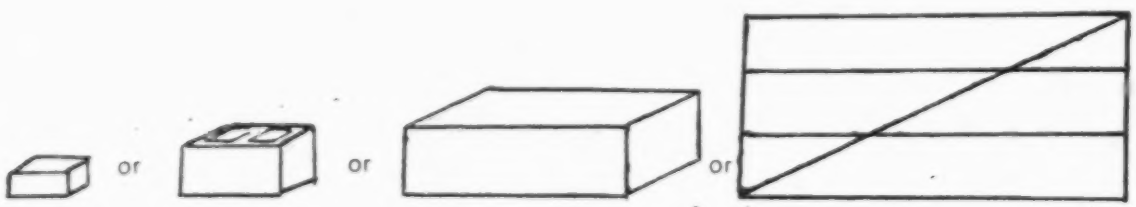
   Whenever possible assist the stockman in restraining the ewes for these treatments.

   How well do you think you performed this task? Ask your supervisor.

TASK 2

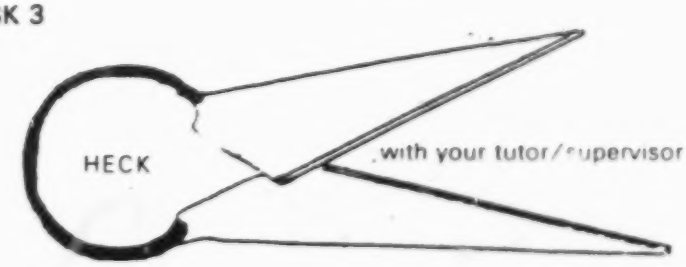
1. Decide what preparation will be necessary for the areas where the ewes will lamb. Discuss your ideas with the supervisor and agree the best course of action.

2. Carry out the preparation of the area where the ewes will be put when they are lambing. Draw a diagram showing the materials to be used and include the feeding arrangements, bedding materials and dimensions.



BRICKS BLOCKS BALES HURDLES

TASK 3



.with your tutor/supervisor your understanding of 'dagging'.

Assist with this for any ewes requiring 'dagging' before lambing. After practising dagging on your own check your perform ance on the sheet provided.

PURPOSES

Doing this project will enable you to learn more about the process of lambing. It will also help you to develop your CORE SKILLS in number, communication, problem-solving, and practical activities. Developing these skills will make it easier for you to adapt to changes in your job, and to retrain when the need arises.

The tasks you are asked to do are outlined below, together with the most important core skills that they contain. When you have finished each task, ask your supervisor to tell you how well he/she thought you did in the task, and record this on the Assessment Form near the back of this project. This record will be needed to complete your certificate at the end of your YTS year.

Task	Core skills	
1. Find out and provide information about breeding. Find out and collect information about disease prevention.	Find out information by speaking to other people Find out information from written sources Provide information in writing and by means of tables and diagrams	6.1 6.2 7.3
2. Decide and discuss preparation of the areas for lambing and draw diagrams of this. Carry out the preparation of the area.	Plan tools and materials needed for a task Discuss with other people in the workplace how things are to be done Arrange materials for safe and easy working	9.3 8.6 12.5
3. Find out about the process of dagging and assist the stockman with this. Check performance on sheet provided. Find out from your observations how to recognise when a ewe is ready to lamb, and record this.	Find out information by observing Provide information in writing and by means of tables and diagrams	6.3 7.3
4. Observe how the stockman deals with difficulties. Write out (list) equipment needed, stating their purpose.	Find out information by observing Provide information in writing and by means of tables and diagrams	6.3 7.3
5. Carry out tailing of lambs Assist with injections Check performance Prepare materials and equipment for orphan lambs.	Check and adjust tools Operate tools Plan tools, equipment needed for a task	12.4 13.4 9.3
6. Provide information and figures on lambing statistics.	Provide information in writing and by means of tables and diagrams Find out information by speaking to other people and from written sources	7.3 6.1/2

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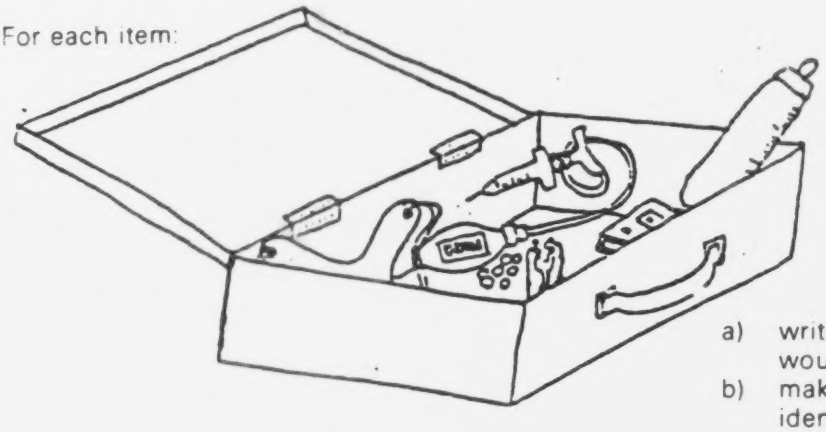
Find out by talking to your supervisor about the signs that show that a ewe is ready for lambing, and see how good you are at observing these signs when the ewes are inspected. Note these on the lambing record that you made earlier and check how accurate you were when the next ewes lamb.

LAMBING AND AFTERCARE OF LAMBS AND EWES

TASK 4

Observe the stockman before assisting him with the tasks which he needs to do when ewes are having difficulty in lambing or produce weak lambs. After helping the stockman write out a list of equipment and materials you would carry if you were likely to be out all night with ewes having difficult births or when caring for weak lambs.

For each item:



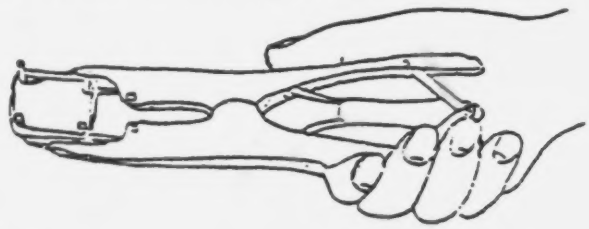
a) write down why you would need it;
b) make sure you can identify it.

Answer questions from your supervisor/tutor to check how well you can identify and explain the use of this equipment.

TASK 5

1. Carry out the tailing of lambs, first of all with the help of the stockman, and then without any assistance.

(REMEMBER, YOU SHOULD NOT CASTRATE AN ANIMAL UNTIL YOU ARE 18)



2. Any ewes that were not injected before lambing will require injections after lambing. Assist your supervisor with this task and if possible practise yourself.

   Check your performance on the sheet.

3. Find out the requirements of orphan lambs for feeding and suitable accommodation and prepare any necessary materials and equipment in case any lambs are orphaned.

4. Find out about the policy of the farm with regard to orphan lambs and the reasons for it. When possible assist the stockman in feeding orphan lambs or fostering lambs onto ewes that have lost their own lambs. If possible, take responsibility for looking after an orphan lamb.

5. Plan a check-list of activities that must be covered when dealing with orphan lambs, and ask a friend with no experience of sheep work whether it can be understood. Let your supervisor/tutor see the list and discuss whether it would be possible to make a large chart with this information on for others to use.

TASK 6

1. Once lambing has finished, work out all the figures for the ewes which you listed in the table at the beginning of the project.

   Provide the following information and include it in the table:

   (a) the number of lambs born alive
   (b) the number of lambs reared at present
   (c) the number of orphaned lambs reared
   (d) the number of triplets, twin lambs and singles

   Present this information to the others in your group when you discuss this project.

2. Find out if any farmers who keep sheep in your area shear their sheep before lambing. If they do:

   i) what are the advantages?
   ii) are there any disadvantages?
   iii) where is the wool kept?

3. Measure the weight of certain lambs whenever possible and provide information in the form of a chart on their growth rate. Find out how long the lambs take to reach a marketable weight.

4. Check how much the first lambs are sold for, and what price the farmer gets per kg.

5. Go to a local butcher's shop and find out prices for the various cuts of lamb.

   On a diagram of a side of lamb, provide information on the price of each 'cut'.

6. Find out the meaning of the terms:

   i) killing out percentage;
   ii) live weight;
   iii) dead weight.

7. Now complete the sheet entitled TRAINEE'S COMMENTS and arrange to have a discussion with your supervisor/tutor about the project.

FURTHER WORK

Lambing, although essential for sheep production, is only the start of the process. Once lambs are turned out to grass with the ewes, they still need the attention of the stockman. This part of the project looks at some of the aspects the stockman is concerned with after lambing, as well as exploring some of the points raised during lambing.

1. Plan some ways of producing food and water containers for the ewes when they are lambing next year. For example, the use of plastic tubs, containers and string nets for hay.

   Design some and carry out their production.

TRAINEE REVIEW

PLEASE COMPLETE THIS FORM IN AS MUCH DETAIL AS POSSIBLE AND DISCUSS IT WITH YOUR SUPERVISOR AND TUTOR.

1. What did you think of this project? Was it easy or hard, interesting or boring?

2. What did you learn? (Look back at the list of Purposes to see what you were supposed to learn.)

3. Did you learn anything which was not on the list of Purposes?

4. Did you need help with any particular part of the project?
   What kind of help did you get?

5. How do you think you could use what you learned in another job, or outside work?

6. Has this project helped you decide whether you need further training in certain areas?

ASSESSMENT
explanatory notes

In completing this W.B.P. the trainee has the opportunity to demonstrate competence in the core skills listed on the attached form.

The first two columns list the WBP tasks and core skills which occur within them.

You are asked to assess the trainee's competence in these core skills according to the amount of support from you that the trainee needed, for example:

1. If a trainee is asked to "find information from written sources" and you provide the trainee with all the sources of that information, together with telling the trainee where to look in any particular sources, then that trainee is obviously being given much more support in finding that inform- tion than a trainee who identifies the sources and extracts correc. information unaided:

2. If a trainee is asked to undertake a task which involves "noticing the needs of customers or clients", and needs considerable prompting to approach a customer, then that trainee is obviously being given more support than a trainee who takes the initiative in approaching the customer.

To be regarded as fully competent in the core skills, the trainee should need to be offered no more support than you would normally give to any experienced worker.

Most of the time job competence and core skills competence are likely to be the same, but sometimes this may not be so. For instance, a trainee involved in machining a particular component may be competent so far as planning the work is concerned (a core skill) but may not have reached experienced worker speeds (an occupational skill).

Please tick the appropriate box and initial in the space provided, after you have discussed your assessment with the trainee and agreed any further training required.

SUPERVISOR REVIEW

Please refer to Supervisor's Notes.

Please read the questions included under Trainee Review.

Please complete the Assessment Form and disuss your assessment with the trainee before initialling it to show that you both agree with the assessment.

COMMENTS:

ASSESSMENT FORM

PROJECT TITLE SHEEP STOCKSMANSHIP (LAMBING) WBP NO DATE

TRAINEE'S NAME SUPERVISOR'S NAME

WBP TASK NO	CORE SKILLS ASSESSED	NEEDED A LOT OF ASSISTANCE	NEEDED SOME ASSISTANCE	LITTLE OR NO ASSISTANCE		COMMENTS: INCLUDING NO OPPORTUNITY	AGREED INITIALS	
				NEEDS MORE PRACTICE	COMPETENT		TRAINEE	SUPERVISOR
1.6	Find out information by speaking to other people (6.1)							
	Find out information from written sources (6.2)							
1.6, 3.4	Provide information in writing and by means of tables and diagrams (7.3)							
2.5	Plan tools, equipment and materials needed for a task (9.3)							
2	Discuss with other people in the workplace how things are to be done (8.6)							
	Arrange materials for safe and easy working (12.5)							
3.4	Find out information by observing (6.3)							

ASSESSMENT FORM continued.

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WBP TASK NO	CORE SKILLS ASSESSED	NEEDED A LOT OF ASSISTANCE	NEEDED SOME ASSISTANCE	LITTLE OR NO ASSISTANCE		COMMENTS: INCLUDING NO OPPORTUNITY	AGREED INITIALS	
				NEEDS MORE PRACTICE	COMPETENT		TRAINEE	SUPERVISOR
5	Check and adjust tools (12.4)							
	Operate tools (13.4)							